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ABSTRACT

Counselor development from the beginning counselor to the master counselor has been researched as to the most beneficial model for describing the progression of the trainee. One developmental model, the Integrated Developmental Model, describes three stages plus an integrated fourth stage that a counseling trainee moves through from a beginning counselor to a master counselor. This study examined trainees' and supervisors' perceptions of development and environmental needs for supervision over the semester. Fifteen pairs of trainees and supervisors from doctoral and master level programs participated in the study. Trainees and supervisors completed questionnaires measuring perceived level of development of the trainee, perceived needs of trainees for supervision environments, supervisory style, and supervisor perception. The results indicated that at the beginning of the semester the trainees perceived themselves as having a higher developmental level than did their supervisors. However, trainees and supervisors perceived the trainees as increasing their level of development over the semester, lending support for trainee development in supervision. The supervisors perceived a greater degree of change over the semester than did the trainees, indicating that supervisors perceived the trainees as needing less structure and instruction from the supervisor at the end of the semester than did the trainees. (ABL)

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Supervision: A Comparison of 'Trainees' and Supervisors'

Perceptions of Development

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Supervision: A Comparison of Trainee's and Supervisors'
Perceptions of Development

Counselor development from the beginning counselor to the master counselor has been researched as to the most beneficial model for describing the progression of the trainee. Several developmental models (e.g. Hogan, 1964; Stoltenberg, 1981) have been developed to describe this process. One model in particular, the Integrated Developmental Model (Stoltenberg & Delworth, 1987), describes three stages plus an integrated fourth stage that a counseling trainee moves through from a beginning counselor to a master counselor. These four stages relate to the trainee's dependency, self and other awareness, and motivation. In supervision the need for structure, need for instruction, feedback, support and availability of the supervisor will vary according to stage. The model states that the trainee will move through 4 basic levels of dependency-autonomy in reference to supervision.

The purpose of this research project was to address several areas of this developmental process. The areas researched were trainees and supervisors perceptions of development and environmental needs for supervision over the semester. Of additional interest to the research was the dyads impressions of supervisory style and satisfaction with the supervision process.

Methods

Subjects

Fifteen pairs of trainees and their supervisors from doctoral and master level programs participated in the study. The trainees were volunteers enrolled in practica at the University of Oklahoma Counseling Psychology Clinic. The mean ages of the trainees and supervisors were 33 and 36, respectfully. The mean supervised experience of the trainees was 5 semesters. The supervisors had a mean of 7 years experience in supervising trainees.

Instruments

The instruments used in this research were: The Supervisory Levels Questionnaire (SLQ-R; McNeill, Stoltenberg, & Romans, 1989) which measures the perceived level of development of the trainee. The Supervisory Needs Questionnaire (SNQ; Stoltenberg, Pierce, & McNeill, 1987) measures the perceived needs of the trainees for supervision environments. The Supervisory Styles Inventory (SSI; Friedlander & Ward, 1984) describes the supervisors style. The Supervisors Perception Form for trainee (SPF-T) and supervisor (SPF-S; Hoppner & Roehlke, 1984) consists of two separate scales measuring supervisory impact and willingness to learn.

Procedure

The trainees and supervisors completed the SLQ-R and the SNQ at the beginning of the semester and again at the end of the semester, as well as the SSI, SPF-S, and SPF-T.

Results

An analyses of variance (ANOVA) were ran for the total SLQ-R and the SNQ. Significant results were obtained on the SLQ-R for the Total score on the pretest for trainees and supervisors ($F=3.78$, $p<.01$). No other significant differences for this measure were obtained. For the SNQ, significant pre-post differences were found ($F=13.04$, $p<.01$) as well as trainee/supervisor differences at post-test ($F= 8.55$, $p<.05$).

No significant trainee/supervisor differences were noted for the SPF-S, SPF-T, or the SSI. This indicated a high level of agreement on these measures.

Discussion

At the beginning of the semester the trainees perceived themselves as having a higher developmental level than did their supervisors. However, trainees and supervisors perceived the trainees as increasing their level of development over the semester. Thus lending support for trainee development in supervision. In addition, scores on the SNQ tended to decrease over the semester indicating the trainees needs in supervision declined. The supervisors perceived a greater degree of change over the semester than did the trainees. Thus indicating that the supervisors perceived the trainees as needing less structure and instruction from the supervisor at the end of the semester than did the trainees.

Table 1

Supervisee Levels Questionnaire-R & Supervisee Needs Questionnaire
Total Scores

Trainees		Pre-score	Post-score
SLQ-R	<u>M</u>	116.67	117.73
Total Score	<u>S</u>	6.02	3.15
SNQ	<u>M</u>	138.60	131.73
Total Score	<u>S</u>	20.54	16.70
Supervisors			
SLQ-R	<u>M</u>	112.93	116.07
Total Score	<u>S</u>	8.95	2.34
SNQ	<u>M</u>	134.93	108.20
Total Score	<u>S</u>	11.38	21.63

N=15 for all cells

Figure 1
Supervisee Levels Questionnaire-R

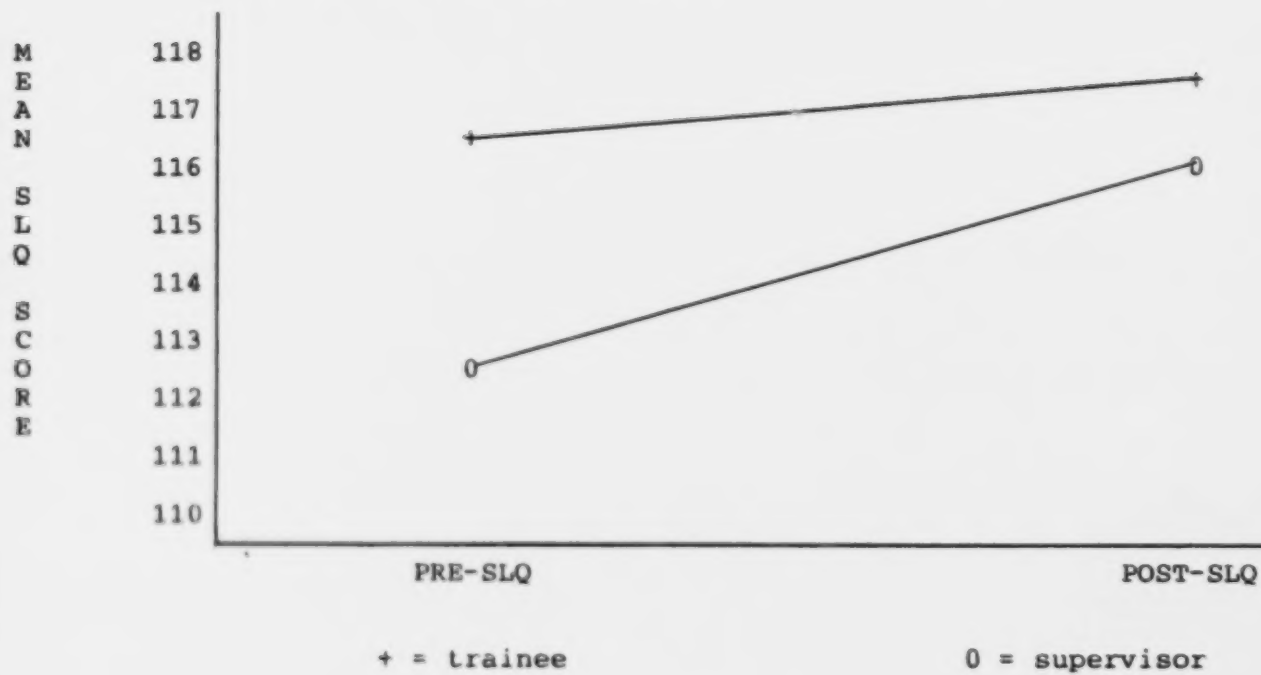
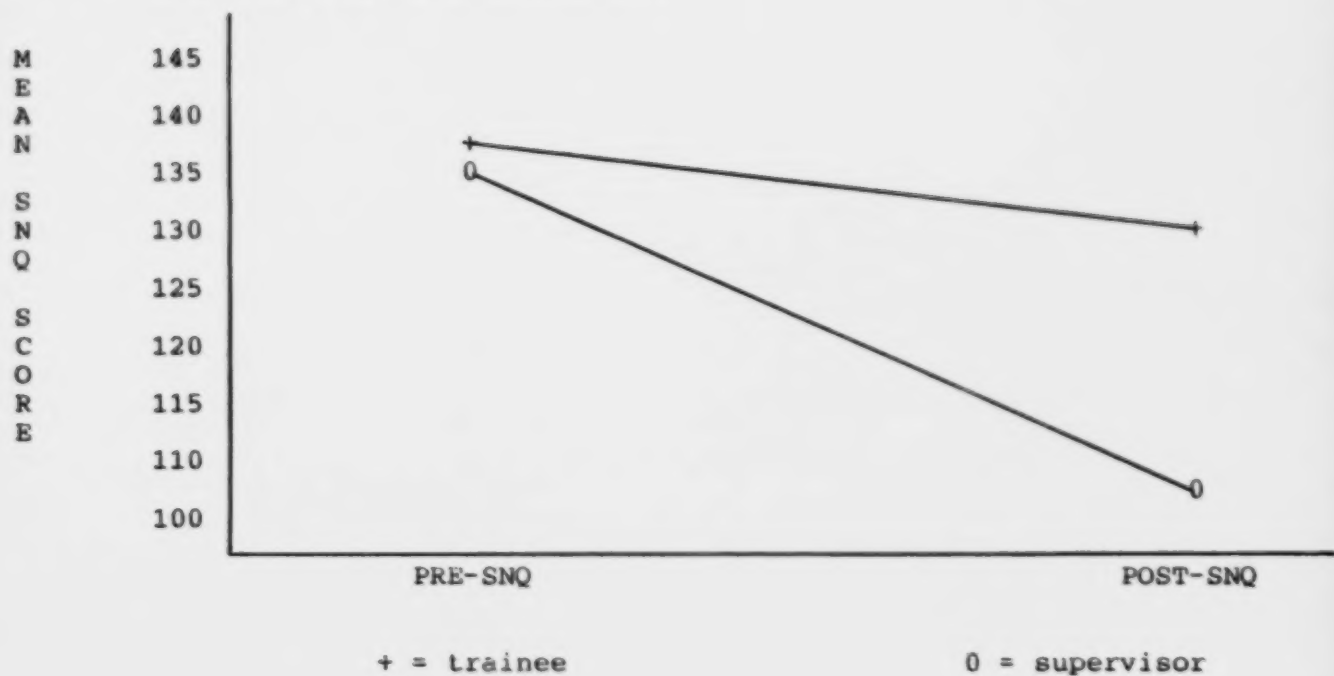


Figure 2
Supervisee Needs Questionnaire



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